

CALL NO.  
CA1  
MI 800  
-82S017  
GOVT



Employment and  
Immigration Canada

Emploi et  
Immigration Canada

John Roberts, Minister

John Roberts, Ministre

Background Paper 17

A STUDY OF TRADE UNION  
EXPERIENCE RELATING TO  
EDUCATION IN THE ATLANTIC  
PROVINCES

John W. Kingston

# Skill Development Leave Task Force

Background  
Paper

Canada









Employment and  
Immigration Canada

Emploi et  
Immigration Canada

John Roberts, Minister

John Roberts, Ministre

CAI  
MI 800  
- 825017

Background Paper 17

A STUDY OF TRADE UNION  
EXPERIENCE RELATING TO  
EDUCATION IN THE ATLANTIC  
PROVINCES

John W. Kingston

**Skill  
Development  
Leave Task  
Force**

**Background  
Paper**





(3)

CAI  
MIF

-8250

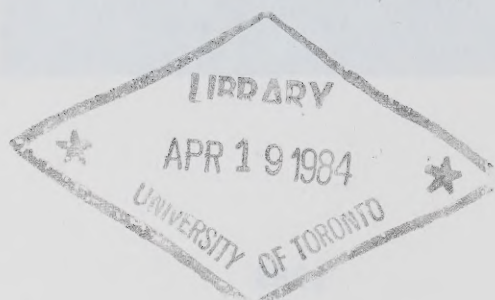
Background Paper 17

A STUDY OF TRADE UNION  
EXPERIENCE RELATING TO  
EDUCATION IN THE ATLANTIC  
PROVINCES

John W. Kingston

1983


This is one in a series of background papers prepared for the Task Force on Skill Development Leave. The opinions expressed are those of the author(s) and do not necessarily reflect the views of the Task Force or the Department of Employment and Immigration.



This is one of a series of documents prepared for the Task Force on Health Development (Canada). The opinions expressed are those of the author(s) and do not necessarily reflect the views of the Task Force or the Department of Employment and Immigration.

## INDEX

Overview .....	Page 1
Paid Education Leave .....	Page 7
Training at any Level .....	Page 9
Job Related Training and Retraining .....	Page 10
Leave of Absence Tables .....	Page 13
Adult Basic Education .....	Page 18
Functional Illiterates .....	Page 18
Occupational Illiterates .....	Page 21
Upgrading .....	Page 22
General, Social and Civic Education .....	Page 23
Trade Union Education .....	Page 27
Conclusions .....	Page 31



Digitized by the Internet Archive  
in 2023 with funding from  
University of Toronto

<https://archive.org/details/31761116378225>



### Overview

Although diverse in many aspects, the Atlantic Provinces are, in our opinion, in the same economical "kettle of fish", and a "leaky kettle" it is.

In order to better understand the "Down East Attitude", I believe, a short overview is required.

During the 50's, 60's and early 70's there was a steady out migration of our young people heading West to look for work. Because of a lack of any training or skills, some of these people ended up with no chance of finding employment and are typified in the movie "Going Down The Road". Although only a small percentage of our people fall into this category, they were as a rule all stereotyped into "Hard Drinking", "Hard Fighting People" with a "Devil May Care Attitude".

As is the case with most migrant people, you go where you know someone; a relative, a friend or a friend of a friend, etc. One example of this would be when the mines closed down on Belle Island, Newfoundland. A large group ended up in the Galt, Ontario area (now Cambridge) and are still there.

Those that gained employment during this period helped pave the way for future generations and their friends, relatives, etc.. by also getting Atlantic Canadians stereotyped in

a more positive way as "Hard Workers".

This exportation of our most precious resource continued until the recession started to take hold in Ontario in the mid 70's. Statistics Canada figures show a net immigration to the Atlantic Provinces from Ontario. No doubt these figures would have been higher still, if the oil boom hadn't been going on in Alberta.

In conversation with some of the returnees, they simply stated that if they were going to be unemployed, they might as well be unemployed at home, and unemployed they are.

Depressions, recessions, economic downturns, call them what you may, Atlantic Canadians know that they are the first ones to opt in and the last ones to stumble out.

This living in constant fear of being laid off is best exemplified by a conversation I overheard between an older worker and a young worker in Trenton, Nova Scotia. Both workers were employees of Hawker Siddeley which has never enjoyed many prolonged periods of stability. The older man, who had just traded cars was asked why he hadn't bought a new one and his reply was as follows, "Son, in this business you have to learn to do two things, always have three weeks pay saved and never go in debt more than your U.I.C. payments can handle".

Not all sectors of our economy have experienced this type of instability, until recently that is. For example



C. N. R. in the Moncton, New Brunswick area was always considered a "safe" job. Most Provincial and Federal employees throughout the region also enjoyed some security, but in recent years, all that has changed. Cut-backs in rail services, health care, and changes in government services have all resulted in the same thing; less jobs and more insecurity for those left in the work force.

Buzz words such as "attrition", mean a considerable amount more to the workers who would have been laid off if the older employee hadn't retired, than it does to the worker who is unemployed and sees one less prospect for work.

Although it is unfair to "paint all employers with the same brush", it would be a fair statement to say that because of our depressed economy, a large labour pool and abundance of grants- Federal, Provincial and Municipal, we get more than our share of businesses looking to exploit workers and governments in order to make a fast buck and then close up shop. Many glaring examples could be shown to reinforce this thought such as Bricklin in New Brunswick, Clairtone in Nova Scotia and the Come-By-Chance Oil Refinery in Newfoundland, and public statements such as one I heard from a retired employee of DREE

(Department of Regional Economic Expansion) who stated, "In a lot of the cases DREE gives us the cream of the crap".

Just as we didn't agree with stereotyping our young people in Ontario so too we must be on guard against classifying all employers who have used DREE or the System itself as bad.

In support of the program I recall a statement I learned as a child " The only ones who do nothing wrong, are the ones who do nothing".

Having made the above statement, it is not easy to change workers' attitudes, when employers like Michelin Tire in Nova Scotia go to the extremes they did to remain "Union Free" or when the Federal Government sends workers to cross the picket lines and take the jobs of locked-out workers at Hub Meat Packers Ltd. in Moncton, New Brunswick where wages weren't the issue but retention of their Union was.

Respect and co-operation are earned, and if management is serious about wanting productivity and industrial peace then, they must show a willingness to respect and co-operate with their workers and their workers' unions.

No longer, can it be tolerated that workers and their families are virtually kept in the dark when corporate



"paper" decisions are made by absentee management. A recent case in point would be Bowater, Newfoundland Ltd., who decided in early December to close-out permanently Corner Brook's biggest and fastest newsprint machine along with the plant's ground wood mill. Some 750 jobs, which amounts to 1/10th of Corner Brook's entire labour force will be gone along with a \$20 million payroll loss to the community. This all followed in the wake of 1980-81 profits of \$44 million.

The most callous part of this example is the fact that Premier Peckford and his ministers knew of the planned layoffs for two weeks before their announcement but kept the information secret.

Imagine the shock to a worker who just took out a mortgage on a house the week before.

If Canada is to survive as an industrial nation then workers must know where they're going. An economic strategy must be implemented not only nationally but regionally, as well. Education needs, skills development, and trade union training must be included as an integral part of this strategy which must be constantly monitored and updated.

Organized labour would caution that any economic strategy which embraces these educational rights be done on a

national level first, so that, the regional disparity which exists now can be eliminated.

Unemployed workers are prime candidates for upgrading and retraining and should be encouraged to take courses now, bearing in mind, that these courses should be of a nature which would enable them to be integrated back into the work force.

In the face of some of the most challenging and at the same time frightening technology since the discovery of fire, Organized Labour in Atlantic Canada would suggest that management, in the Public and Private sectors can not continue to fight workers and their unions if we are to survive as a Nation. It is received by many, that small battles will be won by both sides but the end result is we can all Lose The War!



PAID EDUCATIONAL LEAVE

At the risk of being repetitious, as I am confident that most respondents have given a brief history of the International Labour Organization (ILO) Convention 140 concerning Paid Educational Leave (PEL), I believe that in order to know where we are going we must know where we have been.

In 1974, ILO Convention 140 was adopted after approximately 10 years of study with Canada, as a member country, working and speaking in favour of its adoption.

In 1976 at its biannual convention the Canadian Labour Congress on behalf of organized workers in Canada adopted a policy on "Paid Educational Leave." One which wholeheartedly embraced ILO Convention 140.

The Federal Government, under the Honourable John Munroe, former Minister of Labour, gave PEL acceptance in principle and a Commission of Inquiry, chaired by Mr. R. J. Adams, PhD. was appointed and hearings were held across Canada with the final result being the Report of The Commission Of Inquiry On Educational Leave and Productivity. (hereinafter referred to as the Adams Report).

This is only a very brief outline and does not mention

the numerous studies and surveys that have been conducted by the various Federal and Provincial jurisdictions, some of which we're probably not even aware of. It is the hope of Atlantic Canadian trade unionists that positive, progressive steps dealing with this vital issue are implemented as a result of this latest "Task Force", and hopefully will not result in findings similar to the following example.

For seven months in the fall and winter of 1887 and 1888, the 15 commissioners who made up the Royal Commission on the Relations of Labour and Capital toured Canada talking to workers and their employers. They took testimony from 1800 witnesses. They published their findings in five volumes of 1000 pages each.

Five years after the final report of the commission, the Federal Government passed a law making September 1st, Labour Day - a national holiday to honour all working people.

This was the only recommendation of the Royal Commission ever implemented.



This report in accordance with ILO Convention 140 will attempt from this point on to address the three areas of education outlined and indicate what are perceived as problem areas or barriers in each educational category as well as look at the trade union experience and expectations.

#### TRAINING AT ANY LEVEL

Presently, workers' participation in our publicly funded education system has been limited to a few part-time evening courses. To suggest that this be utilized as the optimum method of training and retraining workers presently employed would be to suggest that productivity levels would not decrease if a worker had two full-time jobs.

Work today is both physically and mentally exhausting, leaving little time or energy for the pursuit of education in addition to a 35 to 40 hour work week.<sup>(1)</sup>

A study undertaken by Neis and Schey in Vancouver in 1971-72 estimated that after sleep, work, nurturance, travel and maintenance, the individual is left with only 4-5 hours of discretionary non-work time per day.<sup>(2)</sup>

- 
1. London, Jack and Wenkert, Robert 1964 "Obstacles to Blue Collar Participation in Adult Education" pp 445-457 Blue Collar World: Studies of the American Worker, edited by Shostak and Gomber Englewood Cliffs, N.J.: Prentice Hall.
  2. "Citizens' Participation in non-work time activities" Volume 1, Citizenship Branch, Secretary of State, Jan. 25, 1974, Ottawa, p. 76

JOB RELATED TRAINING & RETRAINING

Employers in Atlantic Canada have for the most part, recognized the above noted fact and utilize work time for JRT (Job Related Training) and some employers have progressed to acceptance of block release where an employee involved in an accredited apprenticeship program would be given leave to attend training sessions once a year to write their next division and receive training for their next year of practical experience. Some of the larger employers have adopted this program and agreed to "Top Up" the difference between what Manpower pays and the employees regular earnings. I will endeavor to outline a set of negotiations which I am familiar with which involved a United Steelworkers of America local union and a small manufacturing company.

The company for the most part involves two classes of employees- "fitters", who take a blueprint, read it, and assemble the product specified and- "welders", who then weld the product to a finished state. Because the product varied with each drawing the skills needed to be a fitter were greater than those required to be a welder.

During negotiations the company brought up the fact that their in-house training program of starting as a



helper, and as skills improved, progressing through the three classes of fitters was not giving them the experienced fitters they needed to maintain an efficient work force. They also agreed with the union observation that promoting from class to class was done for the most part because of length of service rather than progression of skills.

The union committee suggested an Apprenticeship Program with six weeks per year block release.

The company agreed to the union's proposals on the whole system until it reached the part of the company making up the difference in wages. At this point they proposed that they would "Top Up" to 50% of the employees regular earnings, citing that they believed the employee must sacrifice something.

The union, although, not agreeing to this argument was forced to accept this proposal as a starting point. The proposal came into effect in 1979 and immediately two first class welders applied. After completing their first division they requested to opt back to their old jobs stating that it was acceptable to drop in pay to go through the Apprenticeship Program but that the loss of 50% of their earnings was more than they could bear. No one has utilized the Program since.

Although in full agreement with the concept of block release it must be emphasized that workers given a choice of paycheque vs education will inevitably, because of economics, choose paycheque.

One criticism of block release is that access is limited by educational standards established as part of the criteria for the designated trade and that only a small sector of the work force are eligible, because of existing or projected vacancies in the trade area. For example, an employee with grade 5 education would have to go through upgrading prior to acceptance in the Program. If he/she managed to get through the upgrading, which most probably would be achieved through night classes, there is no chance that the employer would consider this person unless a vacancy at the top of that trade was perceived.

To state that block release or leave of absence for educational purposes is commonplace throughout this region would indeed be a gross exaggeration of the facts.

The Industrial Relations Branch of the Department of Labour, Province of New Brunswick offered the following contract summary for the industrial sector only.



Leave of Absence - Educational Purposes

No Provision	313	81.7%
Paid Leave of Absence	32	8.4%
Unpaid Leave of Absence	20	5.2%
Not Specified Paid or Unpaid	<u>18</u>	<u>4.7%</u>
Total Surveyed.....	<u>383</u>	<u>100.0%</u>

In the public sector, the 3400 Nurses in the Province first negotiated PEL in their last agreement.

A \$10,000.00 fund was established for upgrading skills and presently, although the Contract has not been finalized they have \$150,000.00 on the table for PEL in their present negotiations.

Teachers have study days plus allowances to attend courses. The latest innovation is a system of averaging 4 years pay over a 5 year period which would give them a one year sabbatical.

The Nova Scotia Department of Labour and Manpower provided an analysis of 656 agreements ( a number of which have expired) and have also included data on training or retraining.

Leave of Absence - Education

Employee Receives Regular Pay	28	4.2%
Employee Receives a Percentage Regular Pay	2	0.3%
Not Specified Paid or Unpaid	11	1.6%
Unpaid Leave of Absence	38	5.7%
Other	48	7.6%
No Provision	<u>529</u>	<u>80.6%</u>
Total.....	<u>656</u>	<u>100.0%</u>

Training or Retraining (Not related to Technological Changes)

Specific Provision for Training on the Job	68	10.3%
Apprenticeship Program	31	4.7%
Tuition/Financial Assistance (Education)	17	2.5%
Combination of 1 and 2	7	1.0%
Combination of 1 and 3	2	0.3%
Combination of 2 and 3	1	1.1%
Combination of 1, 2 and 3	1	0.1%
Other	9	1.8%
No Provision	<u>520</u>	<u>79.2%</u>
Total.....	<u>656</u>	<u>100.0%</u>

It is extremely difficult to objectively weigh this statistical information and make any valid comparisons between the two Provinces. However, it is interesting to note that 18.3% of the agreements in New Brunswick and 19.4% of the agreements in Nova Scotia had some provision for educational leave, and that 81.7% in New Brunswick and 80.6% in Nova Scotia had no provisions at all. Without time to analyze the actual agreements, the data contained in all three summaries is of little other use.

It is unfortunate that neither Newfoundland or Prince Edward Island do a contract analysis, although as previously stated it would be of limited value. It was suggested that end resulting figures probably would only minimally differ.

In talking to a cross section of representatives throughout the Atlantic Region it was suggested that PEL has been on the bargaining table, not necessarily relating



only to JRT but in some form or another for many years.

It is worthy of mention that in the "Adams Report" employers responded that PEL should not be "legislated" but rather "negotiated". Ironical that employers who prefer to have this as a negotiated item have continued to say no at contract time.

In studying Skill Development Leave clauses or JRT clauses two disturbing facts emerge:

1. Access is consistently controlled by management, for example, the employer may grant leave, which in the opinion of the employer is needed to fulfill a function of the employer.
2. Access is limited by educational standards and clauses appear to be more readily available to those who have already achieved a higher standard of educational accomplishments. For example; trade people, teachers, nurses, clerical employees, etc., as opposed to labourers, janitors or machine tenders.

The first fact has some merit, in that, if the employer is investing money he wants to ascertain that it is going to benefit his operation. In looking further, and talking to representatives who have helped negotiate this type of clause, it appears that the real fear is that the employee might seek other employment. Examples of years service

prior to admittance to the programs and in some instances guarantees that the employee will remain with the employer for a specified period of time following the course can be illustrated in a number of agreements throughout this region.

In the example of difficulties negotiating Block Release on page 9 of this report it is worthy of mention that the employer proposed a 5 year period after training that the employee would guarantee to stay. After considerable deliberation the union committee agreed, if the company would guarantee the employee that he would have a job with no layoffs for this period. The proposal was removed from the table and has never been revived.

The second fact would be more acceptable to employers than it is to employees in that less training is required to maintain skills than is required to develop them. An example would be that skilled workers (teachers, nurses, trades people, etc.) after the initial "orientation" cost are relatively cheap to retrain compared to an employee who requires Adult Basic Education (ABE) prior to entering the training program.

If we closely examine the above statement it should



follow then that retraining of existing employees should be commonplace throughout the region. However, it appears to organized labour that employers would prefer to change employees as methods or equipment change rather than retain existing ones. This would seem to be a blatant contradiction by employers who appear to have a fear of losing employees if they train them yet are willing to "poach" them from other employers who have trained them.

It is also perceived as extremely discriminatory towards workers with low educational achievements and has caused some trade unionists to believe that some employers, not all, see unemployment and insecurity as a tool and utilize it to shackle their workers to "Dead End Jobs" where they know they will stay because of lack of education, training, and alternative employment. A good example of employers not wanting an educated work force would be taken from a Committee of the Unemployed I was involved with in the mid 70's. At the outset this Committee armed themselves with volunteer literacy tutors, available manpower training programs and lists of employers trying to fill positions. Six of the first 10 persons to utilize our services had degrees of various kinds. One person, a high school teacher who because of health reasons

had been advised by his doctor to seek other employment, had knocked on every employers' door where there appeared to be a chance for employment.

When an interview was granted, the employers' responses became repetitious. Either they wanted someone with related experience or wouldn't give this person a chance because they were looking for someone who would stay with the Company and obviously because of his education he wouldn't stay.

This example, although showing it from outside in amply illustrates what organized labour perceives as an attitudinal problem from inside out.

#### ADULT BASIC EDUCATION (ABE)

For the purpose of better defining ABE it will be discussed in three categories; functional illiteracy, occupational illiteracy and upgrading to high school levels.

#### Functional Illiterates

It is appalling to find that 1 in 10 working people are functionally illiterate. One of the problems in this area appears to be one of getting the person to actually admit to anyone that they can't read or write. A good example, one in which I was personally involved, is a man I worked with for approximately five years. This man developed an

industrial disease (silicosis) and, as is usually the case, found himself involved with extensive paper work from the Workmens Compensation Board. I probably still wouldn't have found out this man couldn't read if he hadn't received a letter from the Board while his wife was away for a few days so he came to me for help. This man, who was 42 year old at the time of his illness, had managed to bluff his way through life with the aid of his wife, a few close friends and a good memory.

I would like to be able to say that there was a happy ending to this story but the man, who was told by his doctor not to go back to a place where there was a lot of smoke or where he had to exert himself, ended up with a small pension doing odd jobs and still bluffing his way through life.

This example amply points out the need for an on-going education system, one in which we are acting not reacting.

In talking to people from the Literacy Council of Canada it appears they are having some success with their "One on One" Program where a tutor goes to the illiterate person's home or some other acceptable place once a week and teaches this person how to read and write. They have also encouraged their graduates to attend upgrading courses which hopefully will put them on the road toward a fuller life.



Although organized labour applauds and fully supports this effort, to suggest that this problem is being properly addressed by the use of volunteers only, is to suggest that a "Band-Aid" will suffice when major surgery is required. New Brunswick and Nova Scotia seem to utilize the volunteer system to a greater extent than do Newfoundland and Prince Edward Island who use more of an academic approach.

Newfoundland has adopted a level system with 4 levels eventually leading to high school completion, however, it would appear this will do little for the working illiterate who must do the training after work or not at all.

Prince Edward Island has turned ABE over to the Continuing Education Department of Holland College where a co-op system is being utilized for working illiterates (job skills tempered with off-work education); however, as pointed out to me by a volunteer literacy tutor, a large number of the functionally illiterate are illiterate because of an inability to learn in the classroom setting which would suggest a need for "mobility of teachers" or the concept of bringing education to the worker at least in the initial stage.

### Occupational Illiterates

The functional illiterate is described as someone with a Grade 5 level or less where the occupational illiterate is not necessarily determined by "academic achievements". An example given by a guidance counselor of this problem would be a spray painter, who doesn't know what the chemical hazards shown on the warning labels of paint cans mean or a typist who only knows which keys to press to make the word processor work but doesn't have complete knowledge of its capabilities.

Organized labour believes that if proper training programs (OJT) are complemented with related outside courses, similar to the example given in PEI for literacy training, that this problem can be overcome.

Just as we don't advocate that all learning can be accomplished in the classroom so to it must follow that all learning cannot be accomplished on the job.

By allowing the continuance of occupational illiteracy, it is labour's belief that employers are not allowing employees any leeway in their jobs. It is their opinion that inventiveness and innovation can often lead to increased productivity. A hypothetical example would be an employee given a new calculator and shown how to add, subtract, multiply and divide on it

but nothing else, and because of an oversight when training was done, this employee does square root by hand.

### Upgrading

It is a belief that this last part of ABE will really strike home in the very near future if it hasn't already. New technology, which by all present indications will drastically alter the size of the work force and the tasks they perform, will require increasingly higher standards of education at least in the math-science area. If workers presently employed in the labour force are not allowed access to upgrading then it is suggested they will become casualties. Ironical that workers who pay for the educational system through their tax dollars will be put out of work because they couldn't afford to use it.

It is interesting to note that in the survey done by Strath Lane Associates, Dartmouth, N.S.; who presented a brief to this task force, what has been perceived by labour as management's attitudes towards the whole concept of ABE was reinforced on pg 41. (numbered 22a this report)

Labour must say that the response of T.S. Simms, Saint John, N.B. (numbered 22b this report) is far more progressive and is heading in the direction, we believe Canada must go.



U) Attitudes Toward Issues Related to Skill Development Leave

Subject Area	Employers	Boards of Trade	Unions	Government
<p><u>Purposes for Training:</u></p> <ol style="list-style-type: none"> <li>skills directly job-related</li> <li>prevent redundancy</li> <li>preparation for promotion</li> <li>refresher and updating purposes</li> <li>community role</li> <li>union responsibilities</li> <li>academic upgrading</li> </ol>	<p>Employers felt that all training needs that were directly related to the job were being adequately met. A small number trained for promotion. A small number were bound by contract to provide time for labour education. Almost all rejected options e. and g.</p>	<p>The employer's role in developing employee skills depends on the job demands. It is not always possible for the employer to train due to time factors and special requirements. Emphasis will be on skills which are very directly job-related.</p>	<p>Job-related skills and labour education were seen as the two priority areas. "Job-related" generally had a dual context: present job and also, other fields-either at higher levels and/or involving new skills and techniques. Labour tends to view management's training policies as too short-term oriented.</p>	<p>Greater government involvement in job-related training has taken some responsibility and also initiative away from the private sector. Different models work effectively in different situations. Co-operative education is endorsed by NS since this type is generally better supported than block release. Day release is seen more effective for ABE because the ABE student needs continuity, repetition and consistency. An interrelated model is delivery of ABE on the worksite but this is not likely to be favoured by the employer out of fear of loss of productivity. The employer seems to need a greater incentive for participation in on-the-job ABE.</p>
<p><u>Priority of Selection of Workers</u></p> <ol style="list-style-type: none"> <li>those with less than grade 9</li> <li>those whose work-hours are most convenient for training programs</li> <li>supervisors and managers</li> <li>those with union positions</li> </ol>	<p>Priority is given to management in terms of variety and financial resources. Line workers receive orientation and job skills on the job from line supervisors in most cases.</p>	<p>It is the responsibility of the individual to acquire education and marketable skills; it is the responsibility of society to provide the opportunity for this; in instances where the employer does provide training, priority of selection must reflect the employer's own specific needs.</p>	<p>Priority should generally be given to those who are threatened with displacement by technological change-generally these are the people with the lowest levels of either education or training. Another priority group is those who have been disabiled and dislocated from original jobs.</p>	

employer	# of employees under grade 9	# jobs needing under grade 9	total # employees	future openings for unskilled	programs for job-skill training for employees	# enrolled	programs for academic upgrading for employees	# enrolled
Maritime Tel. & Tel. (private phone co. (N.S.	very few; hired 20 or years ago	nil	1800	none; now new employees must have at least CAAT level	Yes: 1) Priority given to people in craft section because of the technical advances in industry; 2) everyone receives maintenance training to keep up with changes and demands of present job	100% of staff	No: Co. does recognize that there are reading & writing deficits within staff but has responded by "hands-on" training to reduce demands for reading & writing	nil
Scollan Gold (food processor (N.S.	30	Jobs in packing and in grading; in 3 yrs. these all will be automated	100	nil	Yes: 1) Safety courses done in house; 2) send people out for training in fork lift and equipment repair	70% in safety courses	No: workers encouraged to take ABE courses but on own time and money; no job benefit perceived; in fact there is a risk of frustration and resignation after upgrading due to lack of opportunity here	nil
T.S. Simms (brushes, strings (N.D.	majority of workers	Shrinking numbers of jobs at all educ. levels	180	few; automation reducing number of jobs; this done via attrition and retire not layoff Future need will be for technicians	Yes: 1) under grade 10, older workers have taken various in-house training courses; 2) these people were trained in cooperation with the 10 Community College in typing, welding and other apprenticeship courses. The co. picked up the balance of the wage not covered by UIC during the training period. 3) They are training present staff up to the expected future technical levels required and expect this to take three to four years to complete.	40 a year	Yes: 1) Paid tuition and text fees for GED courses; 2) Paid for night-school even when not directly job-related. They consider this a good investment in their staff	12 a year

General, Social and Civic Education

The Atlantic Federations of Labour, for many years have met on a regular basis to share and confront common problems effecting their members, as have the Atlantic Provinces Economic Council and the Atlantic Provinces Chamber of Commerce. The only hold outs, it would appear, are our elected Premiers, who have excluded Newfoundland, (whether by Newfoundland's choice or the other Provinces is not important) and formed the Council of Maritime Premiers.

The Atlantic Federations of Labour through their representatives on the Atlantic Development Council were able to convince the management people that public funding should be utilized to train management people and labour people in leadership skills, which in their estimation would promote a better atmosphere for more harmonious labour relations.

Upon getting this concept adopted in principal by the ACD, the Atlantic Feds assembled a formal proposal and with assistance from some of the representatives on the ACD were able to get funding for the proposal by DREE.

In March, 1972 the first 2 weeks in residence ARLEC (Atlantic Region Labour Education Centre) course was held



in Antigonish, Nova Scotia, operating through the Extension Department of St. Francis of Xavier University.

Two courses were held in 1972, spring and fall, with the first French speaking course being held in February 1973. The Program was further expanded in the mid 70's to include a Level II course available to Level I graduates in French or English.

This course, since its inception to the present, is primarily for trade union leaders to upgrade their leadership abilities and encourage their community involvement; for example (Labour Councils, Municipal Politics, Local Boards and Commissions, Minor Sports, Boys and Girls Clubs, etc...) and follows closely the principles of item (b) Article 2- General, Social, and Civic Education, of ILO Convention 140.

Successful applicants, 9 New Brunswick, Nova Scotia and Newfoundland, 4 Prince Edward Island, are reimbursed for lost wages, travel, tuition, room and board, this being paid by the fund, and the only requirement of the employer being to grant time-off.

The majority of collective agreements in the Atlantic Provinces have provisions for time-off for union business--some paid (grievance investigation, safety committees, labour management committees, etc..) --some unpaid (conventions, union business, etc..). Successful applicants

from the inception of ARLEC to the present have and are being denied the right to attend because of employer reluctance to grant time-off. Organized labour finds it extremely ironic that when discussing wage increases with the employer the employee can be replaced by the 30 workers knocking on their door for a job, yet this one employee becomes the most skilled, irriplaceable, employee when leave of absence without pay is requested.

A common criticism of the ARLEC Program, because of funding, is that it hasn't reached all union leaders as yet. Because of limited numbers of applicants selected from any given area (it is not uncommon to have 10 applications and 2 positions to fill) it is not automatic that upon being elected to a leadership position you go to ARLEC.

Selection committees from the 4 Federations have the unenviable task of deciding, based on criteria established by their committee, who the successful applicants will be and suggest to those not selected to apply again in hopes of being selected next time.

It is labour's belief that this area of education will be crucial in the next decade.

Micro technology will shrink existing job opportunities and unemployment levels will reach even higher proportions than they are now. No longer will we be able to teach

people to finish school and go to work. Areas never before taught in schools will have to be addressed.

People will have to be taught how to enjoy leisure time and better utilize time-off.

Older workers must not be overlooked and courses on how to enjoy retirement must be offered.

An example of this type of clause which is in practice now, is taken from the N.B. Council of Provincial Institutional Unions. (CUPE)

Article 22.03

"During the three year period prior to his anticipated retirement, an Employee desiring to participate in a Pre-Retirement Counselling Program shall be granted leave of absence with pay and shall be reimbursed for reasonable expenses to attend such program within the Province of New Brunswick".



Trade Union Education

The United Auto Workers (UAW) has lead the way in negotiating PEL for union purposes across Canada, and Atlantic Canada is no exception. As I am sure their concept will be discussed in detail in the Ontario Report I have chosen not to include them here, other than to mention that all three small locals (2 New Brunswick; 1 Nova Scotia) have similar clauses to the ones in Ontario.

I have chosen four clauses from throughout the region. The first is from a newly negotiated CUPE clause covering 1300 members working in nursing homes for 26 employers in the Province of New Brunswick.

Article 24.08-----Educational Allowance

- (a.) The Employer shall pay the full cost of any course of instruction required by the Employer for an Employee to better qualify himself to perform his job.
- (b.) The Employer will deduct 1¢ per hour off all Employees in the bargaining unit for the purpose of Education. The money will be submitted to the Co-ordinator, N.B. Council of Nursing Home Unions, 618 Queen Street, Fredericton, N. B., E3B 1G2. The money will be submitted yearly based on the hours worked in the posted seniority list in January of each year.

Such Fund will be used for:

- 1. General, Social and Civic Education
- 2. Trade Union Education
- 3. Training At Any Level

I am enclosing a copy of the proposed budget and education program for 1983 which this deduction is capable of providing.

PROPOSED BUDGET AND EDUCATION PROGRAM

1983

N.B. COUNCIL OF NURSING HOME UNIONS

EDUCATION FUND

BATHURST, N.B. MAY 19-20, 1982

Your Education Committee recommends the following based on an estimated revenue of \$26,000 projected by the fund for the year 1982 and available for expenditures in January 1983.

1173 members @ 1951 hrs.	\$22,873.50
439 members @ 975 hrs.	<u>4,280.25</u>
	\$27,153.75

1. That six or seven regional schools of two days each be organized with wages, meals, registration fees and transportation paid from the funds.

Delegates to be elected by each local on the following basis:

Less than 50 members	3 delegates
51 to 100 members	4 delegates
101 and over	5 delegates

- Mileage to be paid in accordance to Council By-Laws to one car only per local.
- Meals for noon lunch at \$9 per day.
- Wages as per contract schedule.
- Registration fee to cover classroom and coffee, etc., as per Department of Education.
- Motel accommodation will only be paid for exceptional reasons and only when authorized by the CUPE Representative for Education.

\$150 per delegate x 100	\$15,000.00
--------------------------	-------------

Your Committee recommends that the course given at the first series of Regional School be Shop Steward Training.

2. That the fund pays the registration fee and \$15 meal allowance for any Nursing Home CUPE member wishing to attend a CUPE week-end school.

\$150 members x \$25	3,750.00
----------------------	----------

Education Fund

3. That any Council Officer or Member of the Negotiating Committee elected and requiring training be given to them as soon as possible after their election with all cost being paid by the Fund. \$1,500.00
  
4. That a One-Day School be organised prior to the Councils' Annual Convention with a grant of \$200 for each Local to assist them with the expenses of attending the School and Convention. 25 x \$200 \$5,000.00  
\$25,250.00

In a meeting with the Minister of Labour, the Minister of Continuing Education and two Senior Civil Servants in which this concept was presented by CUPE and the New Brunswick Federation of Labour, one of the Civil Servants stated that "You can only do so much at the bargaining table" and cited "Health and Safety as an example, because of the fact that issues such as these get lost because of the monetary value placed on them". I therefore conclude this logically points to the definite need for legislative action just as we have done in a number of Provinces with the health and safety issue.

The second is from the Bakery, Confectionary, Tobacco Workers International Union in Nova Scotia who presently have negotiated similar clauses in eight agreements with eight small employers.



The clauses which vary slightly in wording from agreement to agreement offer two days paid leave for union education, per year, per steward plus up to \$200.00 per steward towards expenses. In talking to the representative it enables them to conduct four-day training courses each year if they utilize the weekend. For example, Friday-Company pays wages; Saturday and Sunday employee donates time; Monday - Company pays wages.

It is noteworthy that the employers have stated that "they have noticed a difference since inception of the Program in that the stewards are acting in a more professional manner".

Newfoundland Association of Public Employees have one day per year per steward for educational purposes for all of their agreements.

The United Steelworkers representing employees at Wabush Mines, Labrador have a flat fee of \$1 000.00 per year to cover trade union leave.

Although these clauses vary considerably they were not included so that criticism could be levied against any of them. They do amply show, however, that unions are serious about educating their numbers and some employers are susceptible to the idea.

### CONCLUSIONS

I would suggest that the brevity of this report should not be construed to indicate that the labour movement in Atlantic Canada takes this important issue lightly. However, time constraints dictate that not all problem areas can be discussed.

Linguistic barriers, cultural differences, issues affecting women, child care for single parents, unique problems of the handicapped, seasonal workers and those living in isolation are all areas that the labour movement believes need addressing and will be at a later date if and when the following recommendations are implemented.

1. That the Federal Government, on behalf of the Canadian people, ratify ILO convention #140.
2. That the Federal Government quickly enact legislation providing Paid Educational Leave for all workers and that this legislation be prepared in cooperation with labour, business and government.
3. That the Federal Government in consultation with Labour, Business and Provincial Governments formulate an Economic Strategy that will better equip educational authorities and institutions to address future employment needs.

Throughout this report it has been indicated that workers through their tax dollars "pay the shot" for education but have least access to it. Management believes that if they are to do more in the area of education that tax incentives are needed. On behalf of workers in Atlantic Canada, I submit the following table:

Sources of Federal Revenue Selected Years

<u>Year</u>	<u>Direct Taxes Persons</u>	<u>Direct Taxes Corporations</u>	<u>Indirect Taxes</u>	<u>Other Taxes</u>
	(%)	(%)	(%)	(%)
1947*	29.7%	22.7%	40.9%	6.7%
1957*	37.1%	20.6%	35.1%	7.2%
1967*	39.3%	16.3%	33.9%	10.5%
1979**	45.0%	16.7%	24.3%	14.0%
1980**	45.0%	16.0%	25.6%	13.4%

Sources: \* The Economic Review, April 1972, Department of Finance p. 137

\*\* The Budget October 28, 1980 p.23

It is workers' opinion that employers have received increasing tax incentives since 1947 and now facing the question of PET it is time for them to pay.



## ACKNOWLEDGEMENTS

### Prince Edward Island

Jim MacDonald	President PEIPL
Richard Taylor	UFCW
Fred Quinn	PEIPSA

### Newfoundland and Labrador

Bill Parsons	President NLFL
Nancy Riche	Ed. Officer NAPE
Father Desmond McGrath	Education NFFAWU
Roger Aubut	Representative USWA
Cal Luedee	Pres. USWA Local 6285 (WABUSH)

### Nova Scotia

Leo McKay	Exec. Secretary NSFL
Fran Soboda	Educator USWA (Trenton)
Sandra Whitehead	Rep. BCTWIV (Halifax)
Paul Grezel	Pres. Local 1064 USWA (Sydney)
Linda Gallant	Representative CLC (Sydney)
Norman Hebert	Education Officer NSCEU
Paul Landry	VP NSFL (Amherst)
George Newell	Education Director CUPE (Newf. & N.S.)

### New Brunswick

John Murphy	Ex. Secretary NBFL
Sherwood Scott	NBFL Education Committee
Libert Doucet	USWA (Bathurst)
Charles Dugas	Rep. PSAC
George Morrison	Rep. ECWU
Normand Bourque	ED. Director CUPE (NB & PEI)
Deborah Bourque	CUPW (Saint-John Dist. Labour Council)
Greg Murphy	BRC 967



THIS BACKGROUND PAPER IS AVAILABLE FOR  
REFERENCE AT CANADIAN RESEARCH LIBRARIES IN BOTH  
OFFICIAL LANGUAGES.

THE REPORT OF THE SKILL DEVELOPMENT LEAVE TASK  
FORCE, "LEARNING A LIVING IN CANADA", IS  
GENERALLY DISTRIBUTED. TO RECEIVE COPIES OF THE  
REPORT, CONTACT:

Enquiries and Distribution  
Public Affairs  
Employment and Immigration Commission  
140 Promenades du Portage  
Hull, Québec  
K1A 0J9  
(819) 994-6313















